

Purpose and Objectives

Note Taking Guide

PURPOSE OF TRAINING

A broad statement of the intent, the need for, and the target group for which a course is designed. Purpose differs from objectives in that the purpose is not stated in measurable terms.

The purpose answers the question "Why Train?" and frequently begins with the word "To...". The purpose is determined when the training is first being developed and may be used as a part of the course description for managers and prospective participants.

Methods of Interactive Instruction

Interactive Lecture-a method for delivering knowledge based training.

Demonstration/Practise-The principle method for delivering skill-based training

Components of Interactive Instruction

1. Instructional objectives - *Where are we going?*
2. Content - *What I need to know to get there.*
3. Interaction - *I have these questions.*
4. Feedback - *So I need to improve on this.*
5. Post test - *Did we achieve objectives?*

OBJECTIVES FOR TRAINING

An objective is a statement of action resulting in a desired product or outcome, with specific details of conditions and standards, that can be observed, measured and attained.

- *Results in a product or outcome*
- *Is specific (with details of conditions and standards)*
- *Is observable*
- *Can be measured.*

TRAINING FOR INSTRUCTORS COURSE

Why do we, as instructors, need objectives?

- Prevent the wasting of time, money and effort.
- Prevent frustration for both trainee and instructor.
- To answer the questions:

Where am I going? *Objectives*

How will I travel? *Method*

When have I arrived? *Post test*

As instructors, we use Objectives to:

- Tell what is to be learned.
- Specify critical elements to be tested.
- Determine instructional approach and aids.
- Guide development of the instruction.
- Develop interactive instruction components.

Definitions

PERFORMANCE OBJECTIVE

The total combination of several competencies that are required to perform a task.

INSTRUCTIONAL OBJECTIVE

A competency that we want the student to achieve during a specific instructional unit, lesson or block of instruction

BEHAVIOUR

The action or reaction of an individual under specified circumstances.

RESULTANT BEHAVIOUR

The behaviour the learner exhibits at the time training ends.

EVALUATION

A standard or test by which the resultant behaviour is measured.

The three **components** of an **Objective** are:

1. *Action - resultant behaviour - observable - measurable.*
2. *Conditions - work environment - tools - job aids.*
3. *Standard - norm - degree of proficiency.*

WB 4-4.Inst.

Comparison of Action Verbs

OVERT (OBSERVABLE) ACTIONS

adjust, assemble, adhere
build, break-down
change, compile, compose
communicate using, construct
call-for, conceal, conduct
coordinate, cancel, cut
design, diagram, direct
dismantle, destroy
discuss, describe
drill, draw
engage, emplace, extinguish
enter and leave, extend, ford a river
fire, fix, illustrate
install, locate, load
move under, make, manipulate
mend, mix, measure
mount and dismount
navigate, obtain, operate
outline, point-out, produce
prepare, prevent, process
paint
reconstruct, rewrite, remove
rearrange, restore, retard
start and stop, set-up
utilise, use, write, wrap
weigh, wind

NON-SPECIFIC ACTIONS

administer, give, provide
demonstrate, show
maintain, orient, perform
react to, identify
qualify, explain
apply, determine, display

COVERT (MENTAL) ACTIONS

appraise, analyse, assist
compare, conclude, contrast
criticise, categorise
combine, create, compute
convert, change, choose
complete, discriminate
devise, differentiate
defend, distinguish, discover
estimate, evaluate, extend
justify, interpret, identify
inspect, infer, generalise
modify, organise, plan
predict, propose, revise
reorganise, select, solve
synthesise, study
qualify, verify

ABSTRACT STATEMENTS

To listen attentively
To show awareness
To accept differences
To show interest
To enjoy helping others
To demonstrate belief in
To appreciate music
To demonstrate commitment
To recognise a need for
To understand consequences
To display safety awareness
To practice cooperation
To demonstrate punctuality
To maintain good health habits

EXAMPLES

Purpose

To develop skills to meet minimum standards for officers designated to issue Violation Notices.

A training course for managers to develop skills in conducting and managing meetings.

Objectives:

Performance Objectives

1. Given a series of work situations, identify and list the items of specific personal protective equipment required for each situation as given in the lesson on PPE.
2. Given the site criteria, select a planting spot and plant a seedling tree according to the standards in the planting guide.

Instructional Objectives

1. Define the terms.....
2. Given a map and compass, delineate on the map the best route to travel between two points.
3. Name the 3 parts of an objective and specify how the objective must be described.
4. Fill in a traffic citation ticket.
5. Given an operable lawn mower with gas and oil, start the mower.
6. Complete a Rapid Assessment form SF57 using information gathered from field offices and prepare a report on the needs of the community using the Guidelines.
7. Operate a video camera recorder.
8. Explain the difference between.....
9. Convert binary coded symbols into hexadecimal symbols with at least 13 out of 15 conversions correct.
10. After an analysis of the SF Form 57 reports, develop alternatives and select a course of action for resolving a supply problem related to the distribution of relief supplies.

Exercise 1

Some of the statements below contain valid performance objectives. Mark those statements which identify an observable or measurable act the learner would perform while demonstrating that he/she has achieved the objective? If the answer is no, modify the objective. ✓

- | | |
|--|-------|
| a) To know the plays of Shakespeare. | _____ |
| <i>Bad verb-List, select, describe.</i> | |
| b) To know the bones of the hand. | _____ |
| <i>Bad verb-Name, identify</i> | X |
| c) To write three examples of sexual harassment. | _____ |
| d) To understand the principles of sedimentation. | _____ |
| <i>Bad verb-Describe, state, write.</i> | X |
| e) To list four objectives of post-secondary education. | _____ |
| f) To really understand Murphy's law. | _____ |
| <i>Bad verb-Describe, state, write examples.</i> | X |
| g) To reassemble a carburettor. | _____ |
| h) To identify instructional objectives in a training course
that indicate what the learner will be doing when
demonstrating achievement of the objective. | _____ |
| <i>Needs an indicator to go with the "identify" which is covert. Mark, list.</i> | |
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Types of Instructional Objectives

1. Knowledge - To recall and recognise.
2. Comprehension - To relate knowledge to situation.
3. Application - To apply or use information in a situation.
4. Analysis - To examine and report.
5. Synthesis - To put together information, solve a problem.
6. Evaluation - To make a judgement based on information

Exercise 2

Prepare a **Performance Objective** from the following information:

The resulting product is a fish ready for cooking.

The trainee can use a recipe book.

The fish will be ready to cook.

Preparation time is limited to 1 hour.

Necessary utensils and ingredients are available.

Given the recipe, necessary utensils and ingredients, the cook will be able to prepare a fish ready for cooking.

He/she must have the fish ready for cooking within 1 hour following the receipe.

Exercise 3

Using these characteristics of a statement of instructional objectives, read each objective below and check (✓) if the characteristic is present.

- A.** Identifies the behaviour to be demonstrated by the student.
B. Indicates a standard or criterion of acceptable performance.

	A	B
1. The student will be able to <u>understand</u> the theory of evolution. <i>Abstract statement-describe</i>	_____	_____
2. The student will be able to <u>complete</u> a <u>100 item</u> multiple choice examination on the subject of marine biology. The lower limit of acceptable performance will be <u>85 items</u> answered correctly within an examination period of <u>90 minutes</u> .	<u>X</u>	<u>X</u>
3. The student will be able to correctly name each item depicted by each of a series of 20 construction plans.	<u>X</u>	<u>X</u>
4. To demonstrate his/her ability to read an assembly blueprint, the student will be able to <u>make the item</u> depicted by the blueprints given him at the time of examination. Student will be allowed the use of all tools in the shop.	<u>X</u>	<u>X</u>
5. During the final examination, and without reference, the student will be able to <u>write a description</u> of the steps involved in making a blueprint. <i>Needs a measurement-number of steps, reference.</i>	<u>X</u>	_____
6. The student is to be able to <u>draw his/her service revolver and fire five</u> rounds (shots) from the hip within a period of <u>three seconds</u> . At 25 yards <u>all rounds</u> must hit the standard silhouette target; at 50 yards the student must hit with at least <u>two of five rounds</u> .	<u>X</u>	<u>X</u>
7. The student <u>must know well</u> the five cardinal rules of homicide investigation. <i>Abstract statement-describe</i>	_____	_____
8. The student will be able to fill out a standard accident report. <i>Needs a measurement-number of errors, time.</i>	<u>X</u>	_____

Exercise 3

Page 2

Using these characteristics of a statement of instructional objectives, read each objective below and check (✓) if the characteristic is present.

- A.** Identifies the behaviour to be demonstrated by the student.
- B.** Indicates a standard or criterion of acceptable performance.

	A	B
9. The student will be able to <u>write a coherent essay</u> on the subject “How to Write Objectives for a Course in Law Appreciation”. Student may use all references noted during the course, as well as class notes. Student must write his essay on paper provided by the examiner. <i>Coherent is not measurable by itself. Needs a reference.</i>	<u>X</u>	<u> </u>
10. Beside each of the following psychological principles, the student will be able to write the <u>name of the authors of experiments</u> on which the principle is based (list of principles appended). <i>No quantitative measurement. A number or percent.</i>	<u>X</u>	<u> </u>
11. Given a list of objectives, the learner will be able to <u>evaluate</u> each. <i>Needs what to evaluate for what and do what with the evaluation and a measurement of success.</i>	<u> </u>	<u> </u>
12. List the 3 important characteristics of branching and linear self-instructional programs.	<u>X</u>	<u>X</u>
13. The student will be able to <u>name and give an example</u> of each of six programming techniques useful for eliciting a correct response. To be considered correct, <u>items</u> listed by the student <u>must appear</u> on the handout entitled “Programming Techniques” issued by the instructor during the course.	<u>X</u>	<u>X</u>
14. To develop logical approaches in the solution of personnel problems. <i>This is purpose for training and not an objective.</i>	<u> </u>	<u> </u>

Purpose and Objectives

Post Test

1. Briefly define the following:

Performance Objective -

A combination of several competencies required to perform a task.

Instructional Objective -

A competency we want a student to attain during a specific lesson.

Behaviour -

Any activity visibly displayed by the learner - action.

Resultant Behaviour -

The behaviour you would like the learner to demonstrate at the end of the training.

Evaluation -

Test by which the resultant behaviour is measured.

2. What are the three components of an objective?

Action - Condition(s) - Standard

3. Write a training performance objective, related to your work.
